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ABSTRACT

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for cognitive processes and affective behaviors include 12 objectives of the elementary school instructional program in cognitive processes and 11 objectives for the program in affective learnings. Listed under each of the 23 objectives are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

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# SPECIFICATION WORKSHEETS FOR COGNITIVE PROCESSES AND AFFECTIVE BEHAVIORS

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## Preface

This is one of a series of four related bulletins each of which contains reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (Johnson, Shearron, & Stauffer, Oct., 1968).

The original working papers (see list of references) are now out of print, and because of continuing interest of educators in the content of these papers this series of bulletins was prepared. The four bulletins were compiled by Drs. Gilbert F. Shearron and Charles E. Johnson and are entitled:

GEM Bulletin 69-19. Specification Worksheets for Language Arts Behaviors.

GEM Bulletin 69-20. Specification Worksheets for Behaviors in the Arts and Sciences.

GEM Bulletin 69-21. Specification Worksheets for Behaviors Drawn from Educational Principles.

GEM Bulletin 69-22. Specification Worksheets for Cognitive Processes and Affective Behaviors.

## Teacher Performance Specifications

Teacher performance specifications are descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledges, etc.) for teachers if they are to adequately fulfill their professional obligations. Part III of the report which presents the Georgia educational model (Johnson et al., Oct. 1968) contains classified lists of hundreds of these performance specifications which the authors regard as the core of the model. These specifications were drawn primarily from three basic sources: (a) desirable pupil behaviors, (b) established educational principles, and (c) observations of teachers on-the-job. The procedures used to obtain these specifications from the basic sources are described in detail in the aforementioned report (Johnson et al., Oct. 1968). The following discussion provides only a brief summary of these procedures, and the remainder of the bulletin presents the actual worksheets or working papers which were used.

### Specifications Based on Desired Pupil Behaviors

The procedure for determining teacher performance specifications based on desired pupil behaviors began with a concensus of specialists regarding the goals of the elementary

school. Using these goals, elementary school objectives were determined in specific areas of learning. Next, educators examined these objectives and prepared descriptions of kinds of pupil learning behaviors that would guide the pupils in the direction of attaining the objectives. The pupil learning behaviors were then carefully examined by teams of professionals in order to determine the kinds of teacher teaching behaviors which would be necessary to effect the desired pupil behaviors. It was on the basis of these teaching behaviors that certain of the teacher performance specifications for the Georgia model were identified and classified.

Specifications Based on Educational Principles

The procedure for determining teacher performance specifications based on established educational principles began with a review of professional literature and consultation with specialists with a view toward establishing lists of what could be regarded as sound education principles. These were classified under three headings: instruction, learning, and organization. For each principle a teaching objective was created. For these teaching objectives lists of teacher teaching behaviors were developed. These in turn led to the

designing of additional teacher performance specifications for the model program.

Observations of the Teacher On-the-job

The two processes of obtaining teacher performance specifications summarized above were supplemented with specifications drawn from studies of teacher teaching behaviors on-the-job. The findings of these studies are summarized in Appendix A of the document containing the specifications (Johnson, et al., Oct. 1968), and are not summarized in any bulletins.

# SPECIFICATION WORKSHEETS FOR

# COGNITIVE PROCESSES BEHAVIORS

## Objectives of the Elementary School Instructional Program in Cognitive Processes

1. To learn self-expression through various forms and media.
2. To learn of his relationship with others.
3. To learn to investigate unsolved situations in imaginative and inventive ways so as to resolve problems (creativity).
4. To learn to discover new relationships.
5. To learn to solve problems.
6. To learn to apply principles to specific cases (specifications).
7. To learn to predict results of change.
8. To learn to exchange information with his environment.
9. To learn the relationship among environmental objects.
10. To learn to measure items in his environment.
11. To learn to classify items in his environment.
12. To learn to observe the environment.

Objective #1

To learn self-expression through various forms and media.

Pupil learning behaviors

1. The child realizes that he has freedom of expression.
2. The child speaks regarding his interests.
3. The child follows continuity of topic content.
4. The child relates ideas verbally.
5. The child speaks with emphasis.
6. The child interprets facial expressions.
7. The child detects emotional tones.
8. The child conveys and interprets meaning.

Teaching behaviors

1. The teacher provides freedom of expression for all pupils.
2. The teacher provides the opportunity for pupils to relate their experiences.
3. The teacher guides pupils in logical continuity of content and emphasis of sentence elements.
4. The teacher interprets expressions, overtones, attitudes, etc. for increased knowledge of pupils.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in detecting basic personality types and a receptive attitude toward each type.
2. Knowledge of and skill in developing self-expression.

Objective #2

To learn of his relationship with others.

Pupil learning behaviors

1. The child shares the time of conversation with others.
2. The child encodes and decodes information exchanged.
3. The child is receptive of others in all areas.
4. The child empathizes with others.
5. The child carries out personal commitments.
6. The child explores alternate courses of action.

Teaching behaviors

1. The teacher promotes sharing of time in which pupils relate experiences.
2. The teacher interprets experiences so as to better understand pupils.
3. The teacher develops within the pupils a sense of responsibility to carry-out personal commitments.
4. The teacher guides pupils into perceiving and exploring alternate solutions to interpersonal relationships.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in developing interpersonal communications.
2. A capacity to recognize pupil feelings, attitudes, and interests and to provide for their acceptable expression.

Objective #3

To learn to investigate unsolved situations in imaginative and inventive ways so as to resolve problems (creativity).

Pupil learning behaviors

1. The child reviews the perception of a problem.
2. The child asks unusual questions.
3. The child is fluent in producing ideas.
4. The child presents unusual ideas.
5. The child reviews the perception of solutions.
6. The child tries an idea for usefulness in solving a problem.
7. The child copes with trivia for relevant factors.
8. The child initiates activities.
9. The child organizes activities into a solution.

Teaching behaviors

1. The teacher develops an atmosphere of acceptance for creativity.
2. The teacher leads the pupil in perceiving objects in new and unique fashions.
3. The teacher develops in the pupil methods for evaluating problem solutions.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of creativity and an environment for its culture.
2. A capacity to recognize unusual solutions and reward them.
3. Skill in developing a creative person.

Objective #4

To learn to discover new relationships.

Pupil learning behaviors

1. The child observes the environment.
2. The child identifies problems.
3. The child states hypotheses.
4. The child searches for relevant information.
5. The child organizes information.
6. The child interprets data.
7. The child infers results.
8. The child generalizes conclusions.

Teaching behaviors

1. The teacher develops problem situations.
2. The teacher guides pupils in hypothesis generation and solution formulation.
3. The teacher assists, as required, in information gathering and processing.
4. The teacher observes interpretation of data and generalization of conclusions.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in developing situations exhibiting relationships.
2. Knowledge of and skill in developing curiosity in pupils.
3. Knowledge of and skill in techniques of presenting information to enable pupils to discover relationships.

Objective #5

To learn to solve problems.

Pupil learning behaviors

1. The child identifies problems.
2. The child formulates hypotheses.
3. The child gathers information.
4. The child analyzes data.
5. The child evaluates alternate solutions.
6. The child generalizes solutions.

Teaching behaviors

1. The teacher organizes problem situations.
2. The teacher interests pupils in a problem and observes its formulation.
3. The teacher observes information gathering and processing.
4. The teacher assists, as required, in developing a solution to a problem.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in developing problem situations.
2. Knowledge of and skill in techniques of presenting problem solutions methods.
3. Knowledge of and skill in critiquing problem solutions.

Objective #6

To learn to apply principles to specific cases (specifications).

Pupil learning behaviors

1. The child masters principles.
2. The child observes phenomena.
3. The child orders data.
4. The child synthesizes information.
5. The child summarizes information for a specific case.

Teaching behaviors

1. The teacher defines a situation.
2. The teacher observes pupil investigation.
3. The teacher assists, as required, in organizing information.
4. The teacher critiques results of specifications.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of principles and their application.
2. Opportunities as required, to investigate situations and organize information.
3. Knowledge and skill in developing techniques of learning applications.

Objective #7

To learn to predict results of change.

Pupil learning behaviors

1. The child defines situations.
2. The child records change.
3. The child interprets data.
4. The child infers results.
5. The child estimates probability.
6. The child evaluates predictions, etc.

Teaching behaviors

1. The teacher prepares environment to demonstrate change.
2. The teacher interests pupils in change and recording change.
3. The teacher inquires of pupils regarding the relationship of change.
4. The teacher assists, as required, in inferring results of change, estimating probability, and evaluating prediction.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of change and how to record change.
2. Knowledge of recording change to interpret results.
3. Knowledge of estimating probability of results.
4. Knowledge of evaluating predictions.

Objective #8

To learn to exchange information with his environment.

Pupil learning behaviors

1. The child recognizes properties.

2. The child describes properties.

3. The child records (propagates) descriptions.

4. The child exchanges information with others.

5. The child seeks new experiences.

Teaching behaviors

1. The teacher structures the environment to provide the pupil with information.

2. The Teacher interests the pupil in the information.

3. The teacher entices the pupil to describe his environment verbally and in record form.

4. The teacher inquires regarding information and other relationships in environment.

5. The teacher entices pupils to investigate environment for additional information.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of information contained in the environment.

2. Knowledge of the relationship of the information.

3. Knowledge of the pupil process of extracting information.

4. Knowledge of materials, techniques, and method of instructing.

Objective #9

To learn the relationship among environmental objects.

Pupil learning behaviors

1. The child identifies properties of related objects.

2. The child perceives changes.

3. The child discovers the relation of one change to another, etc.

Teaching behaviors

1. The teacher introduces related objects, promotes changes, and inquires of relationships.

2. The teacher observes measures of changes and establishment of changes in relation.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the relations of objects.

2. Knowledge of the change in objects.

3. Knowledge of the measurement of change.

4. Knowledge of instructional techniques.

Objective #10

To learn to measure items in his environment.

Pupil learning behaviors

1. The child discriminates between equality and inequality (e.g., length).
2. The child orders magnitudes of length.
3. The child determines how many times one object is contained in another.
4. The child discovers the requirements for standards.
5. The child measures using standards.

Teaching behaviors

1. The teacher places in the pupil's environment objects illustrating equality and inequality.
2. The teacher invites attention to magnitudes.
3. The teacher illustrates comparisons and methods for determining how many times one is contained in the other.
4. The teacher guides the pupil in using different measuring units.
5. The teacher introduces various standards (e.g., meter).

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of measurements and standards.
2. Knowledge of procedures and methods for instructing.
3. Knowledge of materials and equipment for instruction.

Objective #11

To learn to classify items in his environment.

Pupil learning behaviors

1. The child places objects in dichotomy (e.g., living/inanimate).
2. The child detects differences in numbers of objects.
3. The child identifies order.
4. The child determines laws and principles.
5. The child retains information.

Teaching behaviors

1. The teacher defines categories and observes pupils in assigning objects to categories.
2. The teacher guides the pupils in identifying order and establishing relationship.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge and skill of guiding pupils in defining categories.
2. Knowledge and skill of guiding pupils in assigning objects to categories.
3. Knowledge and skill of guiding pupils in identifying order.
4. Knowledge and skill of guiding pupils in establishing relationships.

Objective #12

To learn to observe the environment.

Pupil learning behaviors

1. The child identifies objects.

2. The child identifies properties of objects.

3. The child detects changes in properties.

4. The child controls observations.

5. The child orders observations to a purpose, etc.

Teaching behaviors

1. The teacher guides the pupil's attention to selected objects and inquires of their properties.

2. The teacher alters the nature of properties (e.g., color) while the pupils observe.

3. The teacher assists the pupil in interpreting observations.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge and skill in guiding pupil attention.

2. Knowledge and skill in directing observations.

3. Knowledge and skill in assisting in interpretations.

# SPECIFICATION WORKSHEETS FOR

# AFFECTIVE BEHAVIORS

## Objectives of the Elementary School Instructional Program in Affective Learnings

1. To understand oneself.
2. To value self.
3. To communicate oneself.
4. To understand others.
5. To value others.
6. To understand his non-person world.
7. To value his non-person world.
8. To understand the process of interaction.
9. To value the process of interaction.
10. To interact effectively with others.
11. To interact effectively with his non-person world.

Objective #1

To understand oneself.

Pupil learning behaviors

1. The pupil recognizes that he has emotions, thoughts, and actions.

2. The pupil classifies himself in terms of norms or standards of behavior which he knows.

3. The pupil accepts his emotions, rhythm, his tempo, and his appearance as his own.

4. The pupil recognizes a pull to remain the same and a pull to grow, e.g., both self-preservation and self-growth.

Teaching behaviors

1. The teacher plans for experiences in the classroom through which emotions, thoughts, and actions can be identified and discussed.

2. The teacher points out to individuals or a group what norms or standards are as defined by situations or groups.

3. The teacher helps the child accept his rhythm, tempo, and his appearance by responding warmly to the child, and helps the child see how he can control these to some extent.

4. The teacher explores with the class and/or individuals the positive and negative aspects of a growing person.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Curriculum skills and methodology to help the teacher plan and teach for understanding self and others (in addition to math, English, etc.).

2. Courses or experiences in personality development in a way applicable to self as well as useful for the program.

3. Help to become more open in the course of training for teaching responsibilities including the affective domain. The teacher is selected for openess of personality and ability to accept self.

Objective #2

To value self.

Pupil learning behaviors

1. The pupil performs tasks competently.

2. The pupil makes mistakes and experiences success as part of his performance.

3. The pupil is challenged to re-evaluate his own feelings and behaviors in light of an expanding value system.

4. The pupil experiences his life circumstances as contributing positively to his worth as a person.

Teaching behaviors

1. The teacher structures the classroom learning environment so that the child can attain personal goals and experience a sense of competency.

2. The teacher accepts both mistakes and successes as constructive in the child's efforts to understand and control himself.

3. The teacher develops a classroom feeling which encourages each child to explore his own feelings and actions openly and helps the child enlarge and reorganize his evaluation of self.

4. The teacher treats each child as an acceptable person.

5. The teacher gains skills for understanding family background and practices which enable her to understand how the child values himself.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Laboratory training and curriculum development aimed at the affective domain.

2. An atmosphere of openess in the student teacher's training experience.

3. Treatment which makes one feel worthwhile.

4. Opportunities to explore his own background and come to understand how own self-evaluation is related to this.

Objective #3

To communicate oneself.

Pupil learning behaviors

1. The pupil makes decisions.

2. The pupil inhibits or expresses his emotions.

3. The pupil accepts responsibility for his behavior.

4. The pupil labels and verbalizes his own feelings.

5. The pupil labels and verbalizes the value he places on others and his non-personal world.

Teaching behaviors

1. The teacher permits and encourages the child to make his own decisions.

2. The teacher sets and maintains limits so that the child is not permitted to make decisions which would lead to consequences beyond that which the child can forsee and/or cope.

3. The teacher helps the child analyze his value system and how his preferences operated in the selection of a strategy for behaving.

4. The teacher attributes responsibility for his actions to the child within the limits that the child is responsible.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Experiences in a learning environment in which one is encouraged to make decisions and in which the "teachers of teachers" are not threatened by this event.

2. Aid in seeing how this learning environment affects the student and how this kind of environment can be created by the teacher in the public school classroom.

3. Identification of and limits within which the learning relationship will take place, and provide help to deal wisely with these, including provision for changing the limits if just need is established.

4. Opportunities to experience a learning system in which there is room for the expression of many values.

5. Opportunities to experience, also, an environment in which the values held by the faculty are exposed to the student, and to explore the system through which these were developed, including the inconsistencies or difficulties involved in dealing with a hierarchy of values.

6. Opportunities to find that he is attributed with responsibility for his decisions and the consequences which follow.

Objective #4

To understand others.

Pupil learning behaviors

1. The pupil recognizes that others have emotions, thoughts, and actions.

2. The pupil accepts the feelings and behaviors others have as meaningful to them whether or not it is desirable from his own point of view.

3. The pupil uses his personal experience, imagination, and vicarious experience in understanding and empathizing with others.

4. The pupil classifies the feelings and actions of others according to the value system of the other as well as his own.

Teaching behaviors

1. The teacher plans for experiences in the classroom in which the child will have the opportunity to use all of his observational powers to explore the feelings and actions of others.

2. The teacher uses the unplanned, spontaneous experiences of the child as he interacts within the classroom for exploration of feeling.

3. The teacher plans for experiences in which imagination and vicarious experience will be used as techniques for understanding.

4. The teacher plans laboratory-type experiences (such as role-play) for the children in which the relationship between self and others will be explored and through which norms of value-governing behavior will appear for observation and discussion.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Opportunities to come to understand his own personality dynamics, and how these will be both a conscious and unconscious tool in the classroom setting.

2. Knowledge of the developing child so that he can understand the individual experiences which the children have had in developing a program fitted to each child.

3. Laboratory experiences with children under supervision of experienced teachers as the student begins to apply these techniques.

4. Opportunities to learn to use technology and specialist skills to provide learning experiences.

Objective #5

To value others.

Pupil learning behaviors

1. The pupil believes that others are trustworthy.

2. The pupil enjoys working with others.

3. The pupil wants others to succeed.

4. The pupil accepts as errors in judgment or lack of control, the mistakes others make.

5. The pupil asks others to help him.

6. The pupil helps others.

7. The pupil attributes to others responsibility for their behavior.

Teaching behaviors

1. The teacher has width and depth of knowledge in terms of norms and value systems both of personal, national, and international character.

2. The teacher understands the developmental limits of the children with whom she is working and, therefore, can anticipate to some extent the types of norms and models of value systems which the children will use, and can, also, appropriately challenge him to build more comprehensive models of norms and value systems.

3. The teacher plans for experiences in which the children will explore how others feel and what the choice of a way of behaving will be to self and to others.

4. The teacher structures the classroom learning experiences so that children can play several roles, e.g., helping and being helped.

5. The teacher treats every child as trustworthy.

6. The teacher evidences approval for success of each child.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Opportunities to learn about wide variations in norms and value systems both from the standpoint of personality development and cultural differences.

2. The basic components of model building in terms of logic, philosophy, and statistics.

3. Experiences in a learning environment in which the student is accepted as a person of worth, is viewed as one who is learning, and is evaluated in ways which will enhance his realistic, but positive, appraisal of self.

4. A college setting in which he can enjoy working with others and be part of a team.

5. A college faculty who operates well as a team and can be happy with the success of colleagues.

Objective #6

To understand his non-person world.

Pupil learning behaviors

1. The pupil recognizes a relationship between himself and the non-person world as a recipient, transmitter, innovator, and creator.

2. The pupil appreciates a time-space factor in the non-person world, e.g., ideas have a past and a future as well as a static quality of present.

3. The pupil recognizes non-person artifacts, customs, and communications as important expressions of the world of people, e.g., art, music, philosophy.

Teaching behaviors

1. The teacher provides breadth and depth in curriculum materials and experiences.

2. The teacher provides for dramatizing, recreating, and projecting social events so that the child experiences their relationship to himself.

3. The teacher relates the social events of the child's life to a larger social order.

4. The teacher uses media materials center effectively in simulating or providing props for exploring non-person world.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Information about current social-political events and their history.

2. Laboratory experiences which acquaint him with his relationship to social-political-historical events.

Objective #7

To value his non-person world.

Pupil learning behaviors

1. The pupil appreciates the diversity of standards against which non-person things are evaluated.

2. The pupil selects as having meaning for him some standards for evaluating his non-person world.

Teaching behaviors

1. The teacher provides for, at a level of complexity that the child can understand, a presentation and exploration of many and diverse standards for evaluating products and processed of the non-person world such as standards for evaluating philosophy, science, art, or morality.

2. The teacher permits the child to select his own standards for evaluating the non-person world insofar as they do not endanger others" rights.

Suggested specifications for a tecaher education program

A teacher education program will provide the student with:

1. Instruction in logic, philosophy, statistics, esthetics, theology, law (some or all of these) which provides access to standards of evaluation for the teacher.

2. A diversity of value orientations related to the non-person world which is present in the faculty which teaches the teacher.

3. Permission and encouragement to develop and articulate his standards for evaluating his non-person world.

Objective #8

To understand the process of interaction.

Pupil learning behaviors

1. The pupil is aware of the interaction process.

2. The pupil recognizes and labels types of interaction patterns.

3. The pupil discriminates role patterns.

4. The pupil is aware of and recognizes cues indicative of the interaction process (such as physical and social distance).

5. The pupil is aware of other orientations to the interaction process.

6. The pupil is aware of possibilities of changing others through the interaction process.

Teaching behaviors

1. The teacher creates opportunities for the child to observe various interaction processes.

2. The teacher initiates observation and discussion of the types of interactions, the role patterns, and the cues to the interaction process.

3. The teacher initiates observation of other orientations to the interaction process.

4. The teacher initiates observations of the changes stemming from interaction.

5. The teacher guides the child in the child's own observations of the interaction process and reinforces a correct understanding concerning the process.

6. The teacher provides media dealing with the interaction process to increase the child's understanding.

7. The teacher assists the child in applying his understanding to an interaction process in which the child is a part.

8. The teacher evaluates the child's understanding of what is interaction and of what happens in interaction.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of what the child brings to the interaction situation.
2. An understanding of the interaction process for himself.
3. Experience in various types of interaction processes.
4. Knowledge of methods of observing interaction processes.
5. Knowledge of media concerning interaction.
6. Practice in leading observations of interaction.
7. Knowledge of cues to the child's understanding of the interaction process.

Objective #9

To value the process of interaction.

Pupil learning behaviors

1. The pupil is aware of the needs for the interaction process.
2. The pupil recognizes and labels purposes of interaction processes.
3. The pupil predicts the outcome of interaction processes.
4. The pupil evaluates the outcome of interaction processes.
5. The pupil evaluates the interaction process in terms of the needs it fulfills.
6. The pupil combines his evaluation of self, others, and the non-person world in the process of interaction.

Teaching behaviors

1. The teacher creates inquiry into the needs of humans and into what the interaction process provides.
2. The teacher initiates observations of situations before and after interaction.
3. The teacher guides the child in valuing the interaction process and reinforces value judgments that work.
4. The teacher provides values and decisions concerning the interaction process for the child to choose from.
5. The teacher assists the child in applying value decisions to his own interaction.
6. The teacher tests for recognition of the needs for the interaction process.
7. The teacher tests for recognition of the needs which were fulfilled by an interaction process.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the child's capacity for value judgments.

2. Knowledge of the range of values concerning the interaction process.

3. Knowledge of the methods of developing a value system.

4. Knowledge of the needs of humans which may be fulfilled by the interaction process, and of ways to ascertain if the needs have been met.

5. Experience in valuing interaction processes.

6. Experience of his own capacity for value judgments.

7. Knowledge of when a child has made a workable value judgment.

Objective #10

To interact effectively with others.

Pupil learning behaviors

1. The pupil listens to others.

2. The pupil utilizes what he learns from others in responding to them.

3. The pupil varies his responses.

4. The pupil controls his responses.

5. The pupil helps to maintain the interaction process or to discontinue it, appropriate to the need for it.

6. The pupil empathizes with others in the interaction process.

7. The pupil seeks to change others when appropriate for the outcome of the interaction process.

8. The pupil re-evaluates his behavior and his norms in terms of the interaction process and changes himself when necessary.

Teaching behaviors

1. The teacher creates opportunities for the child to interact.

2. The teacher initiates interactions with the child.

3. The teacher guides the child in initiating his own interaction processes.

4. The teacher assists the child in listening, in varying his responses, in controlling his responses, in maintaining the interaction process and discontinuing it, with changing others, and with changing himself.

5. The teacher evaluates the child's ability to listen.

6. The teacher evaluates the child's ability to respond appropriately.

7. The teacher evaluates the child's ability to maintain or destroy the interaction process.

8. The teacher evaluates the child's ability to empathize with others.

9. The teacher evaluates the child's ability to change himself and others.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the child's capacity to listen, respond, and interact.

2. Knowledge of effective listening, responding, and interacting.

3. Knowledge of techniques to improve listening, responding, and interacting.

4. Knowledge of aids to listening, responding, and interacting.

5. Experience in effective interactions.

6. Practice in leading others into interactions.

7. Knowledge of when a child has interacted effectively.

Objective # 11

To interact effectively with his non-person world.

Pupil learning behaviors

1. The pupil controls his world when appropriate.
2. The pupil adds to his world when appropriate.
3. The pupil destroys his world when appropriate.
4. The pupil changes his world when appropriate.
5. The pupil responds to the needs of his world.
6. The pupil utilizes his world in a positive way.

Teaching behaviors

1. The teacher creates inquiry into appropriate models of interacting with the world.
2. The teacher initiates observation of effective ways to interact with the world.
3. The teacher guides the child in controlling, adding to, destroying, changing, responding to, and utilizing his world.
4. The teacher provides various opportunities for the child to interact with his world.
5. The teacher provides knowledge of the tools necessary for interacting with his world.
6. The teacher tests for appropriate interaction with the non-person world.
7. The teacher tests for ability to interact in various ways with the non-person world.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the capacity of the child to interact with his world.

2. Knowledge of the needs of the non-person world and the possessions of the world.

3. Knowledge of the ways of interacting with the non-person world.

4. Knowledge of the tools for interacting with the non-person world.

5. Experience in interacting with the non-person world.

6. Experience of his own capacity to interact with the non-person world.

7. Knowledge of effective interaction with the non-person world.

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